

SPECIAL EDITION

# NOW WE WRITE

CHILDREN'S HANDWRITING GUIDES

**WORKTYPE GUIDE 1**

EPPLER • MOSES • STAPLETON • BAILEY



## NOW WE WRITE

CHILDREN'S HANDWRITING GUIDES

Worktype Guide 1

by

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Oklahoma City Fort Worth Atlanta Indianapolis

### TO THE TEACHER

Each activity in this worktype handwriting book has been planned to develop the child's foundation for handwriting through *purposeful* activities.

At the beginning of the year several weeks should be devoted to pre-writing experiences. When the child begins to use this book, he should work on each activity at the blackboard and on large newsprint paper until he can write it easily and well. He is then ready to record his best writing in this book. Additional paper should be provided for those children who need more practice. For best results the spacing of lines on practice paper should correspond to that in this book.

Many valuable opportunities to practice writing will arise from the children's school experiences. You should, therefore, plan close correlation between the writing of the practice period and that which is done in every area of experience in which handwriting is used as a means of expressing ideas. We urge that the correct form of writing be used throughout all written work.

This book has sixty-two activities. This will permit the completion of approximately two activities each week. Long practice periods should be avoided. A normal practice period for beginners is about ten minutes. The use of primary practice pencils with soft lead will lessen fatigue and strain.

*Additional suggestions will be found on pages 63 and 64 of this book and in the Teacher's Manual of this series.*

### POSITION CHARTS



Right-handed Girls and Boys



Left-handed Girls and Boys





Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance.





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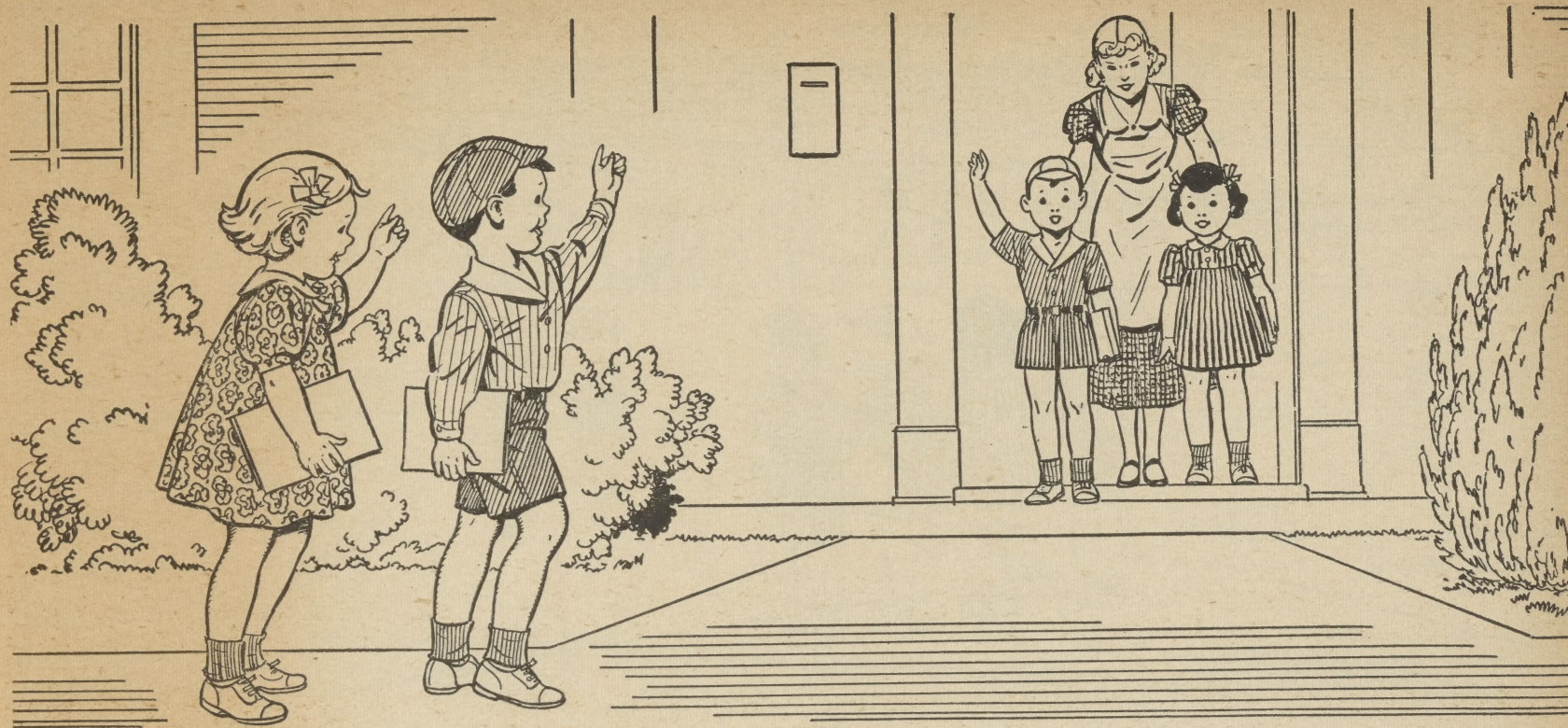
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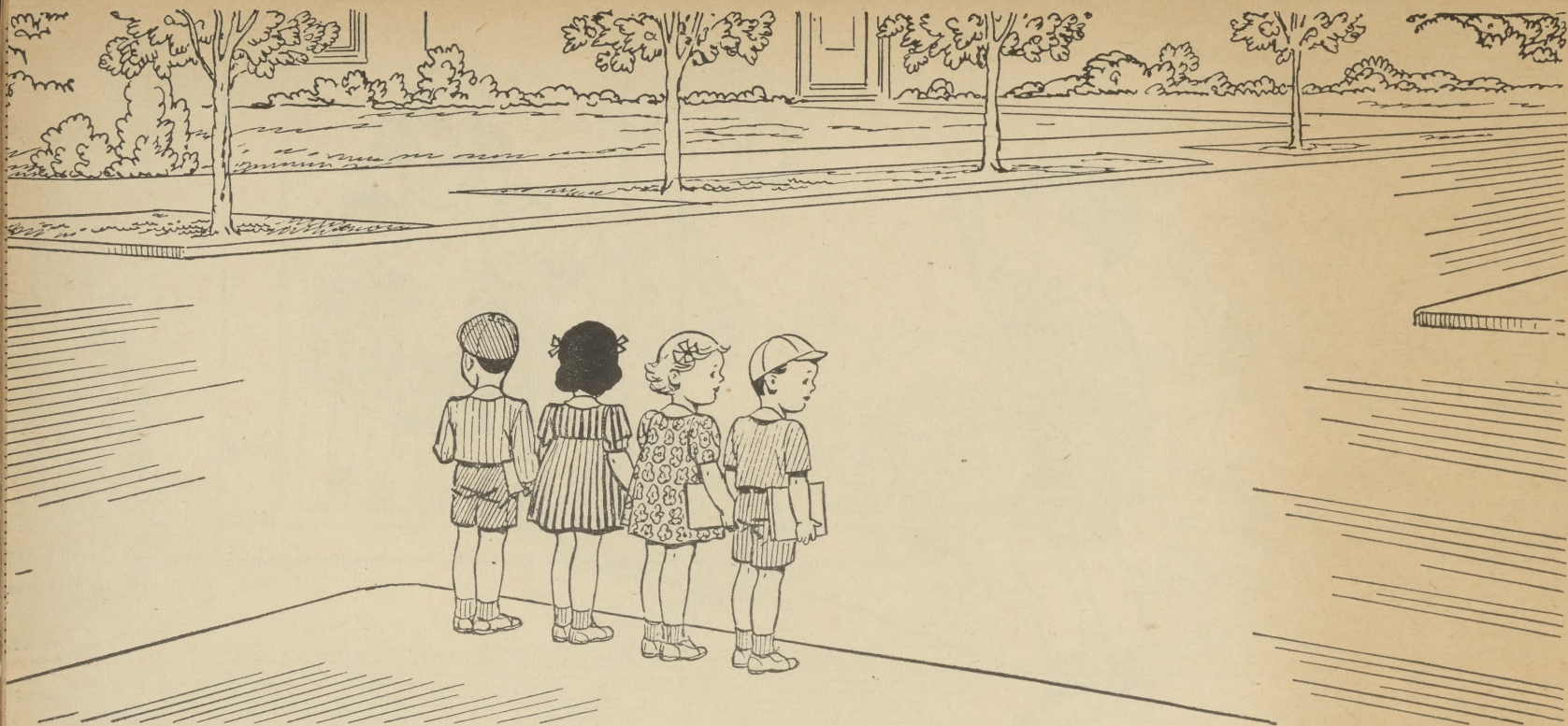
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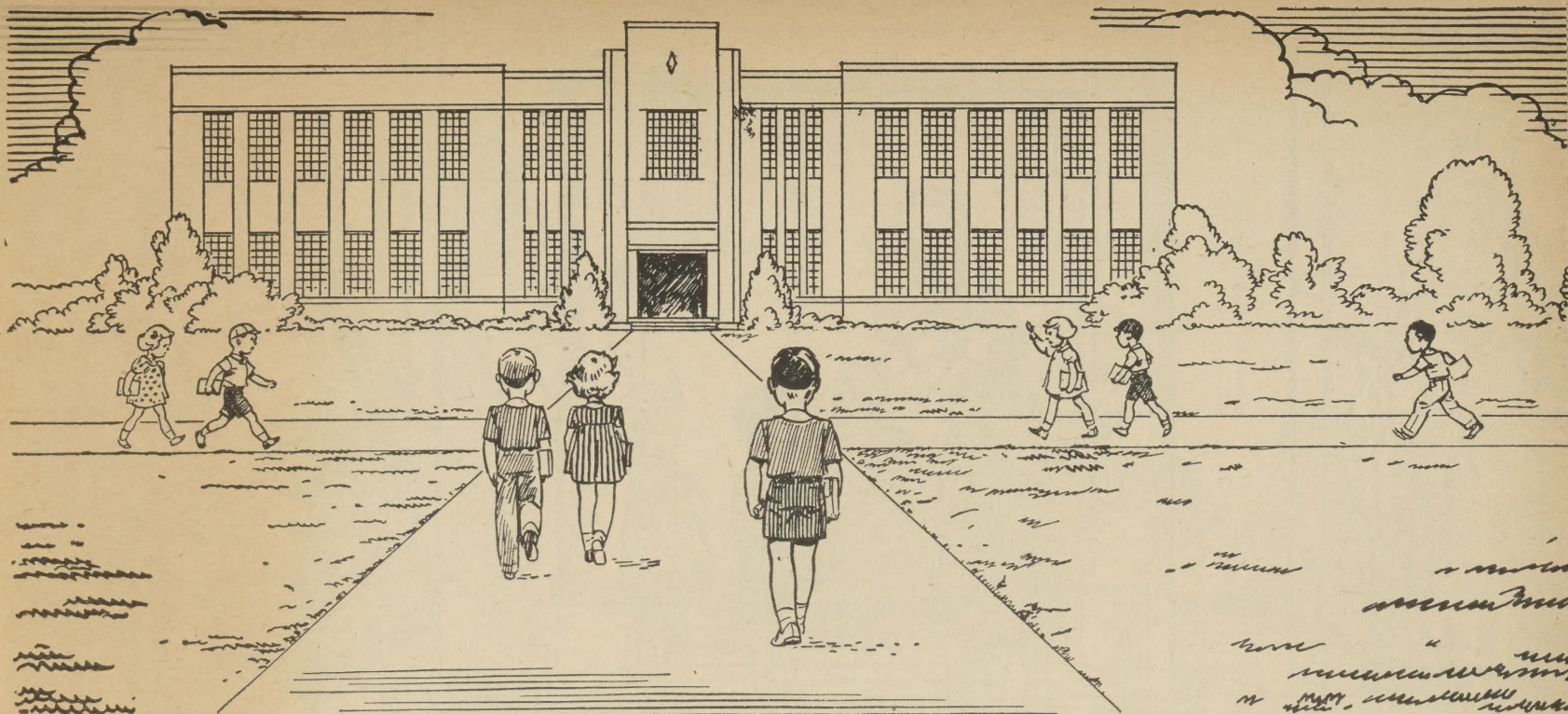
Come, come.





Look, look, look.





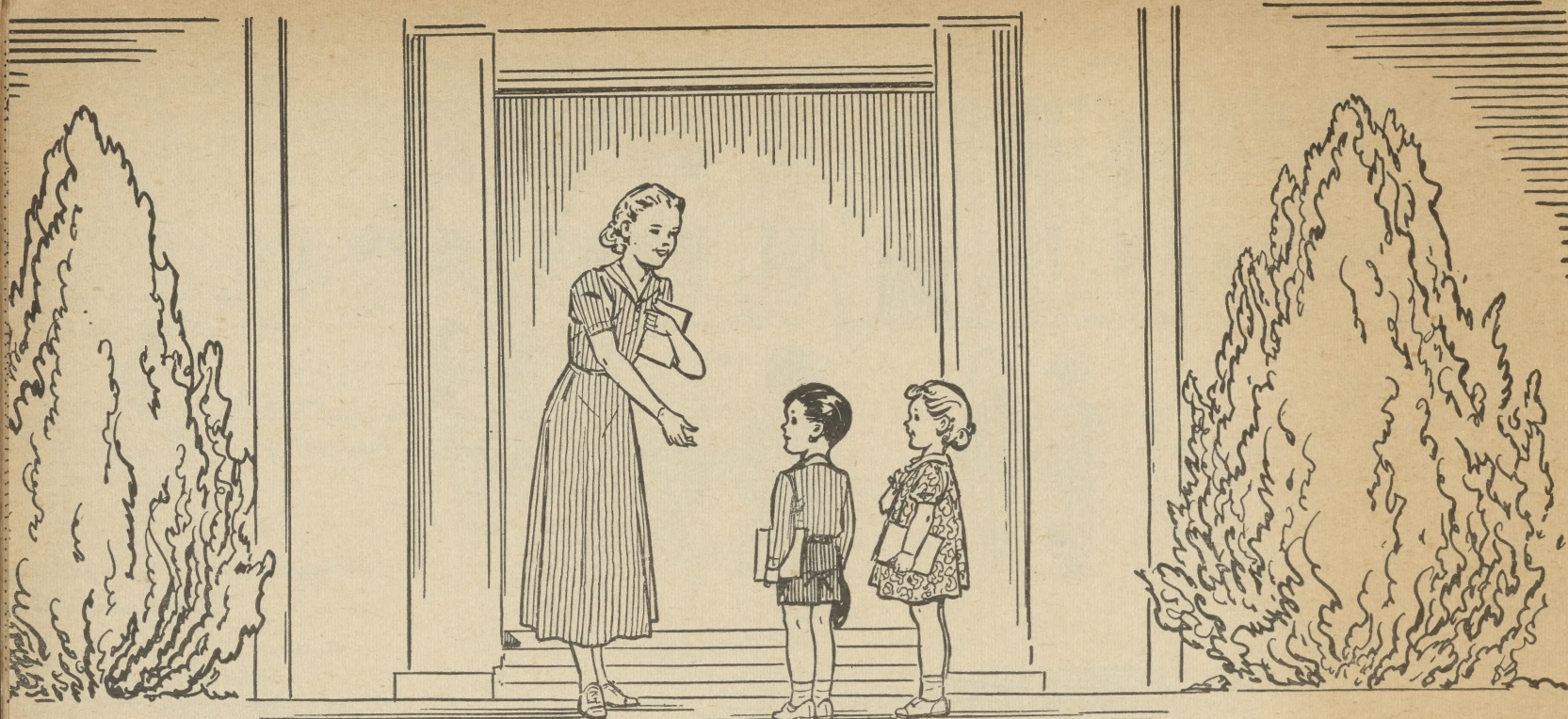
See our school.

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Here we are.





I thank you.

Below the tracing line, there are two additional sets of empty handwriting lines (top solid, middle dashed, bottom solid) for practice.





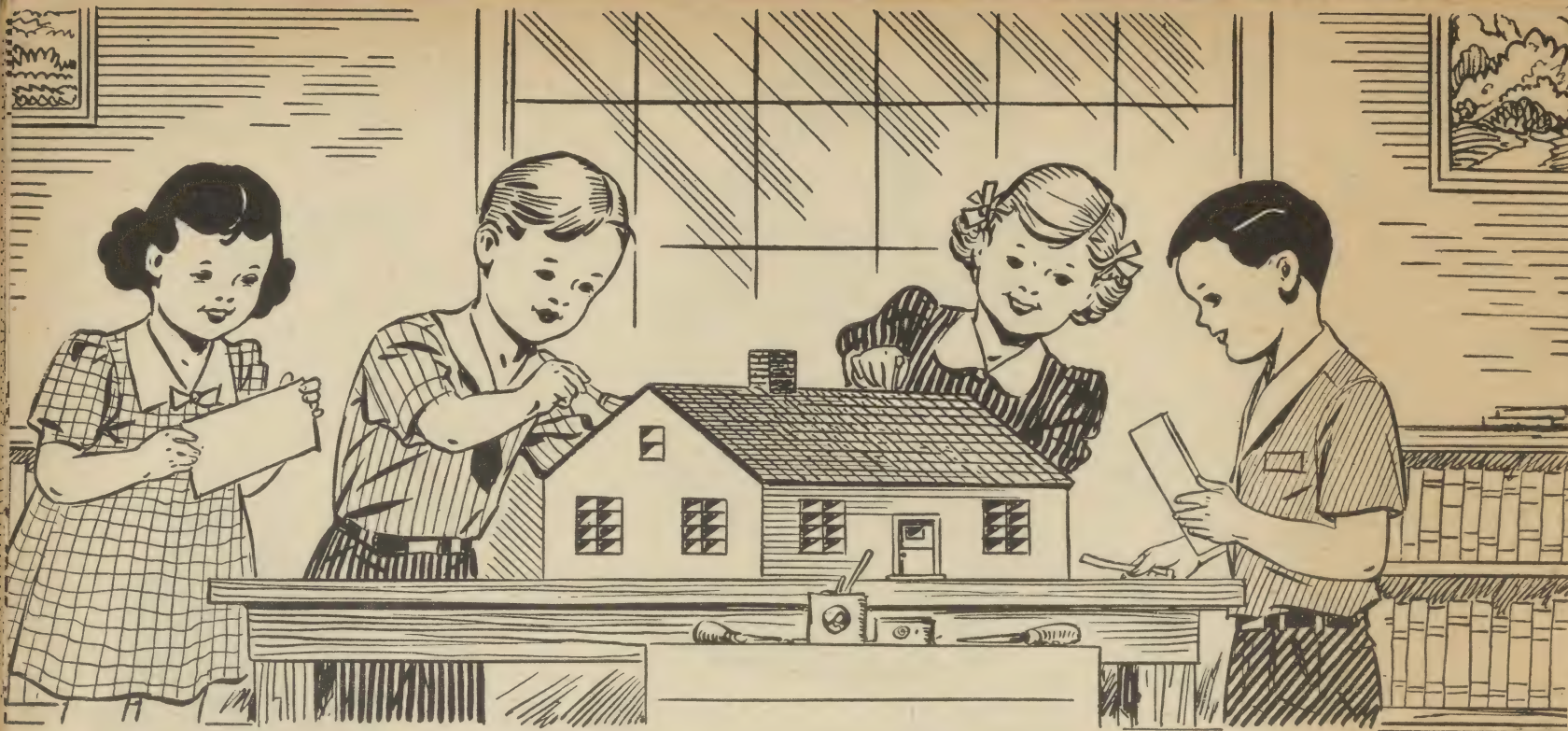
We are six. 6





0 1 2 3 4 5 6



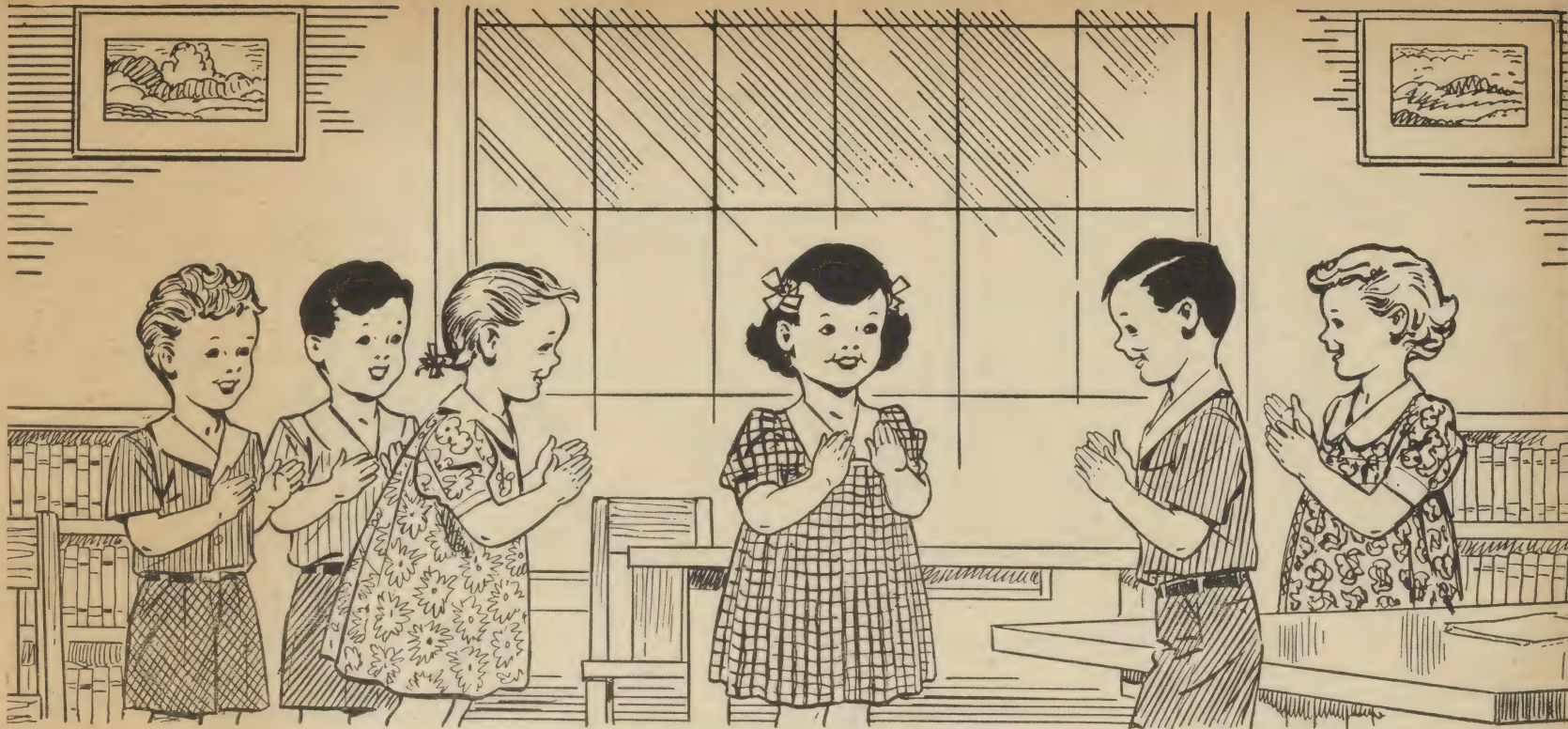


We work, work.

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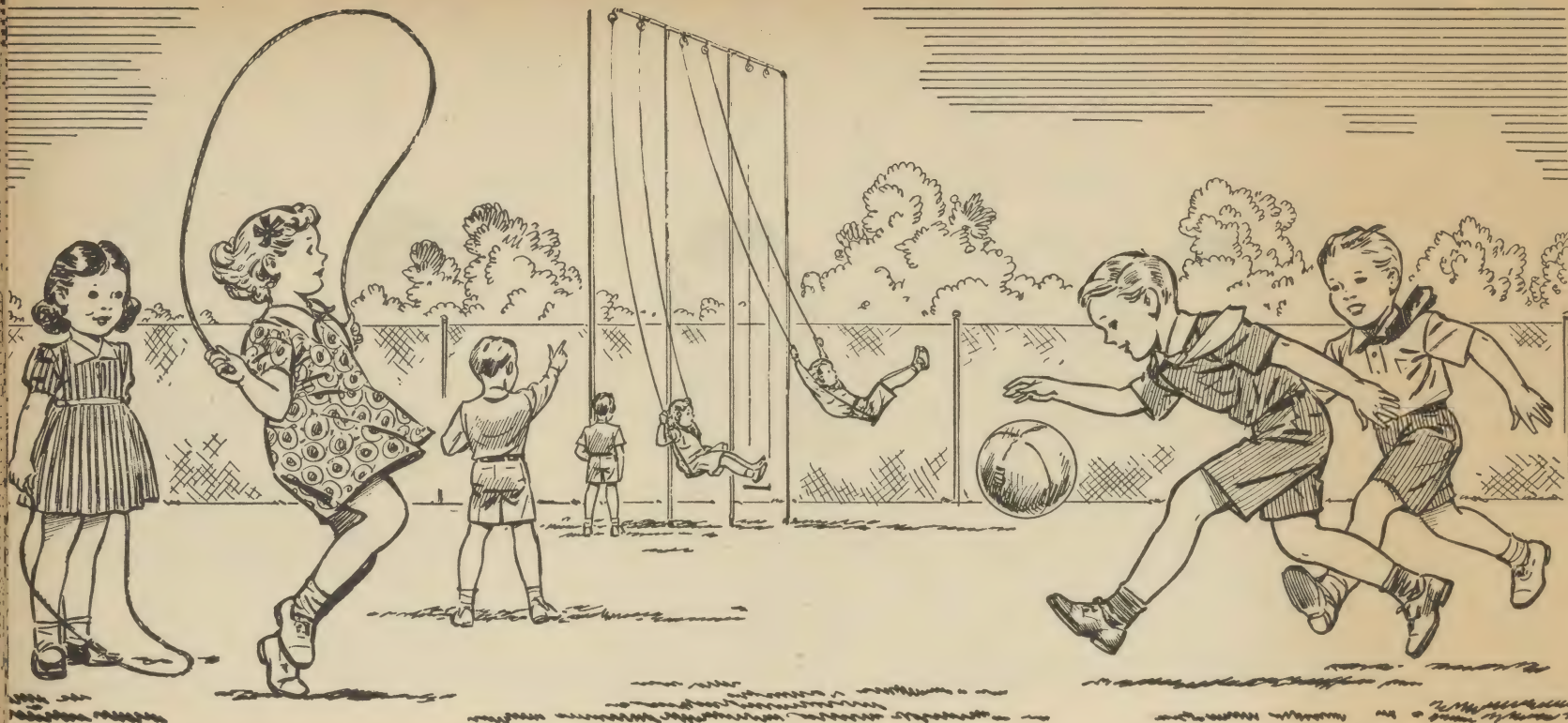
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We play, play.





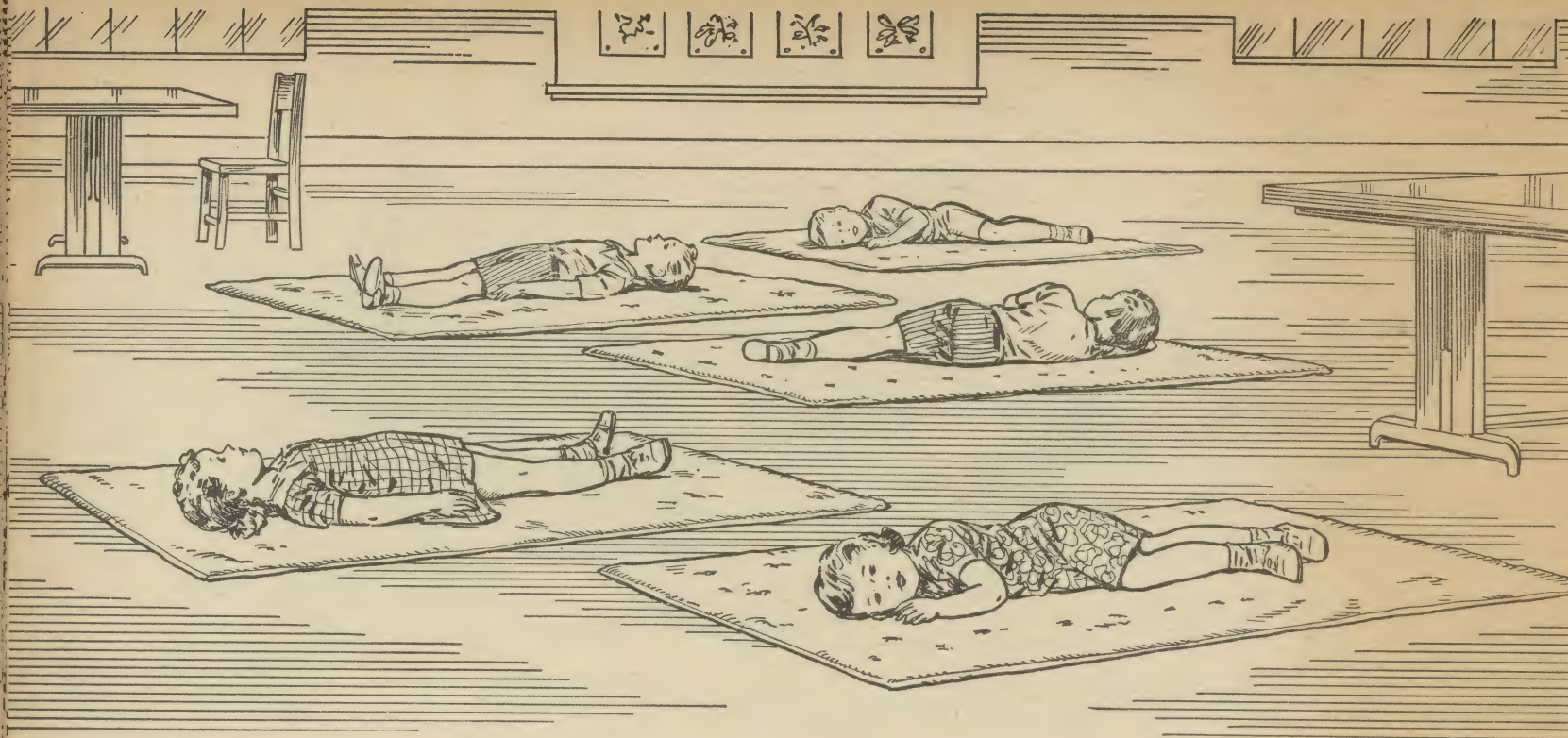
Fun, fun, fun.





Run, run, run.





Rest, rest, rest.

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See our pets?

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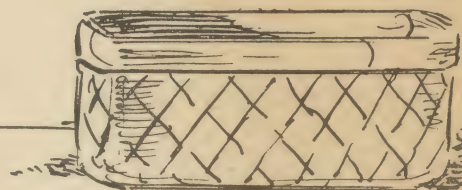


BOW-WOW-WOW



I am a big dog.





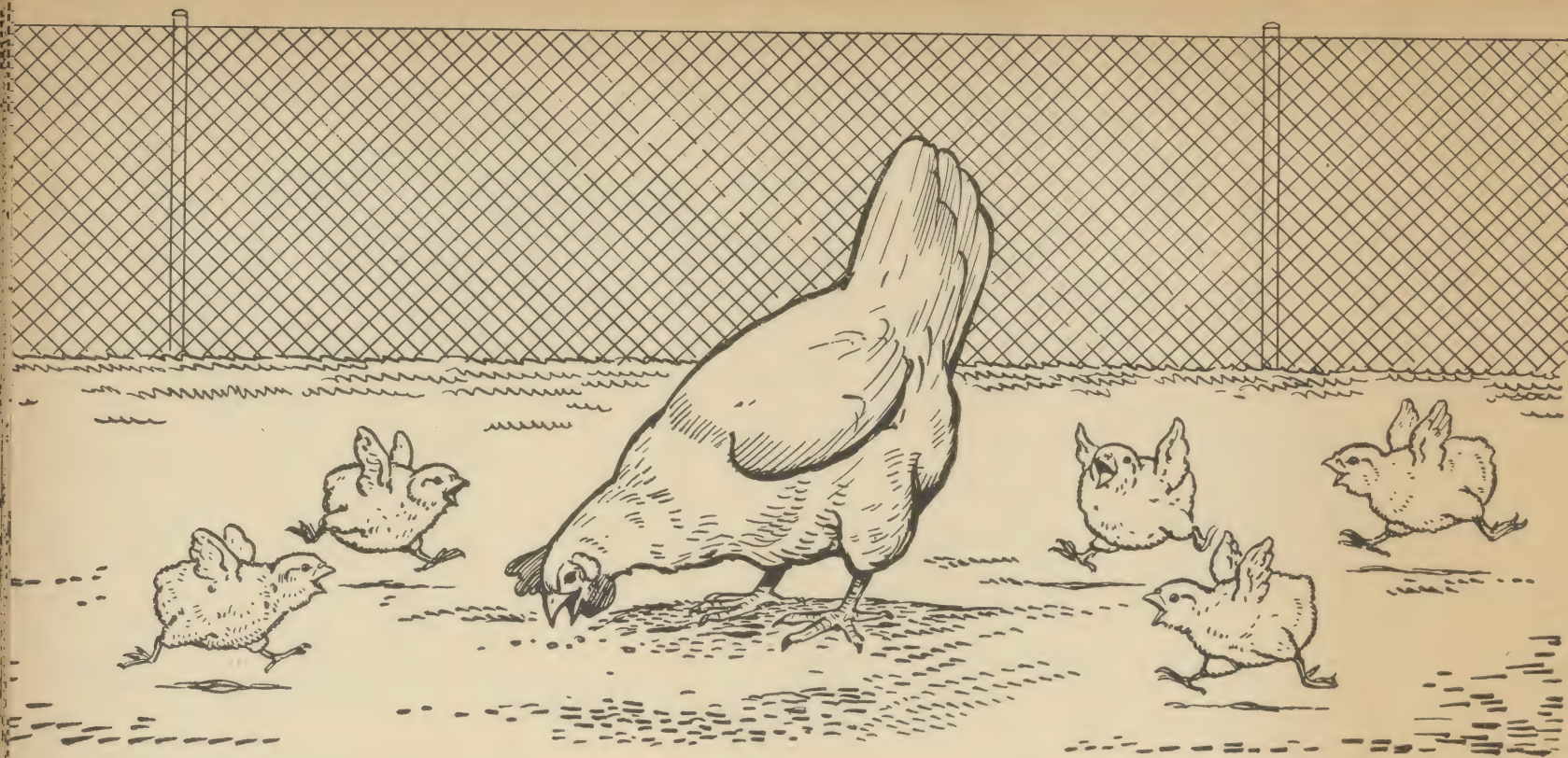
Mew, mew, mew.

Below the tracing text, there are two sets of empty handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



I am a kitten.





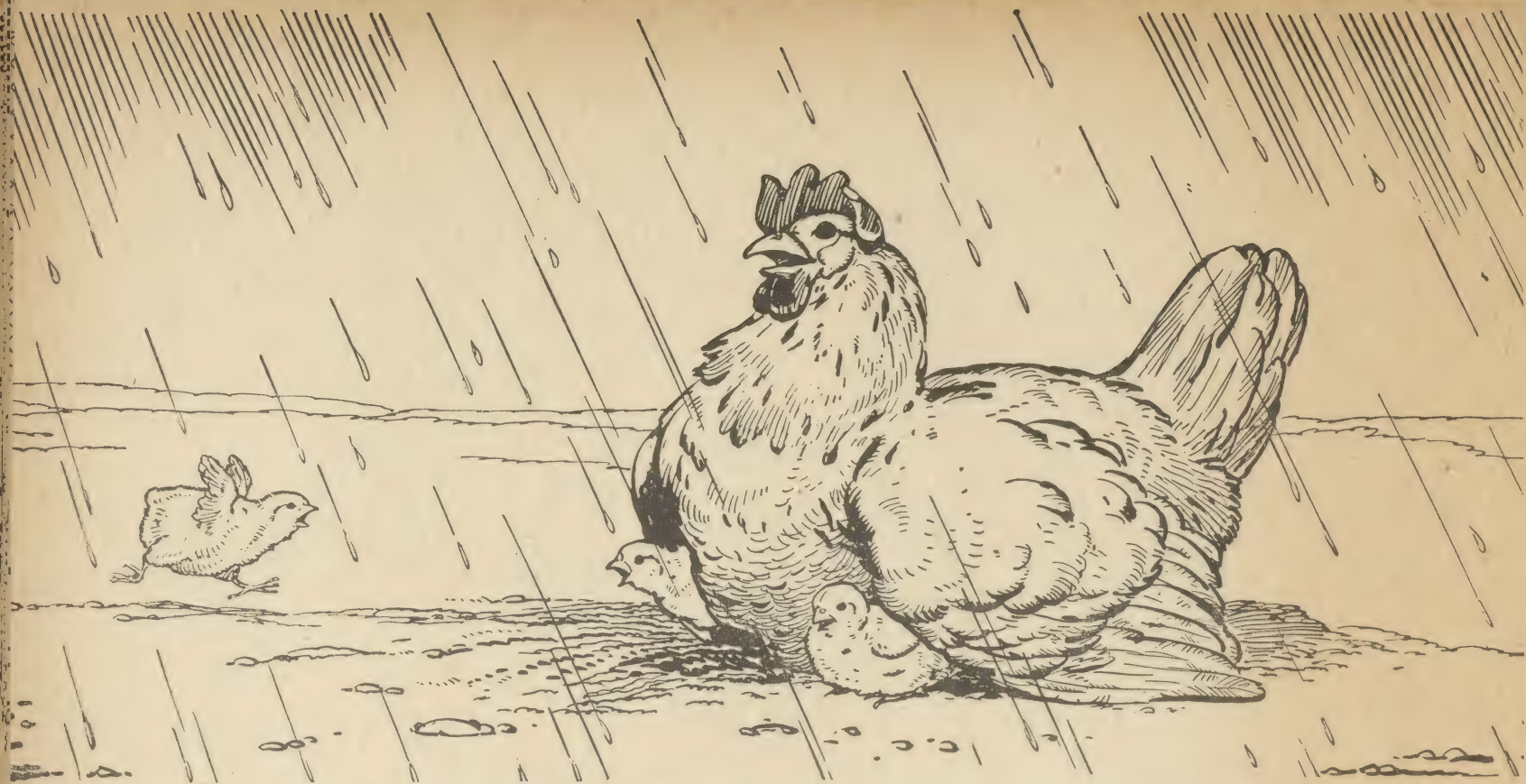
Cluck, cluck.

Below the tracing text, there are two sets of empty handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



I am a red hen.





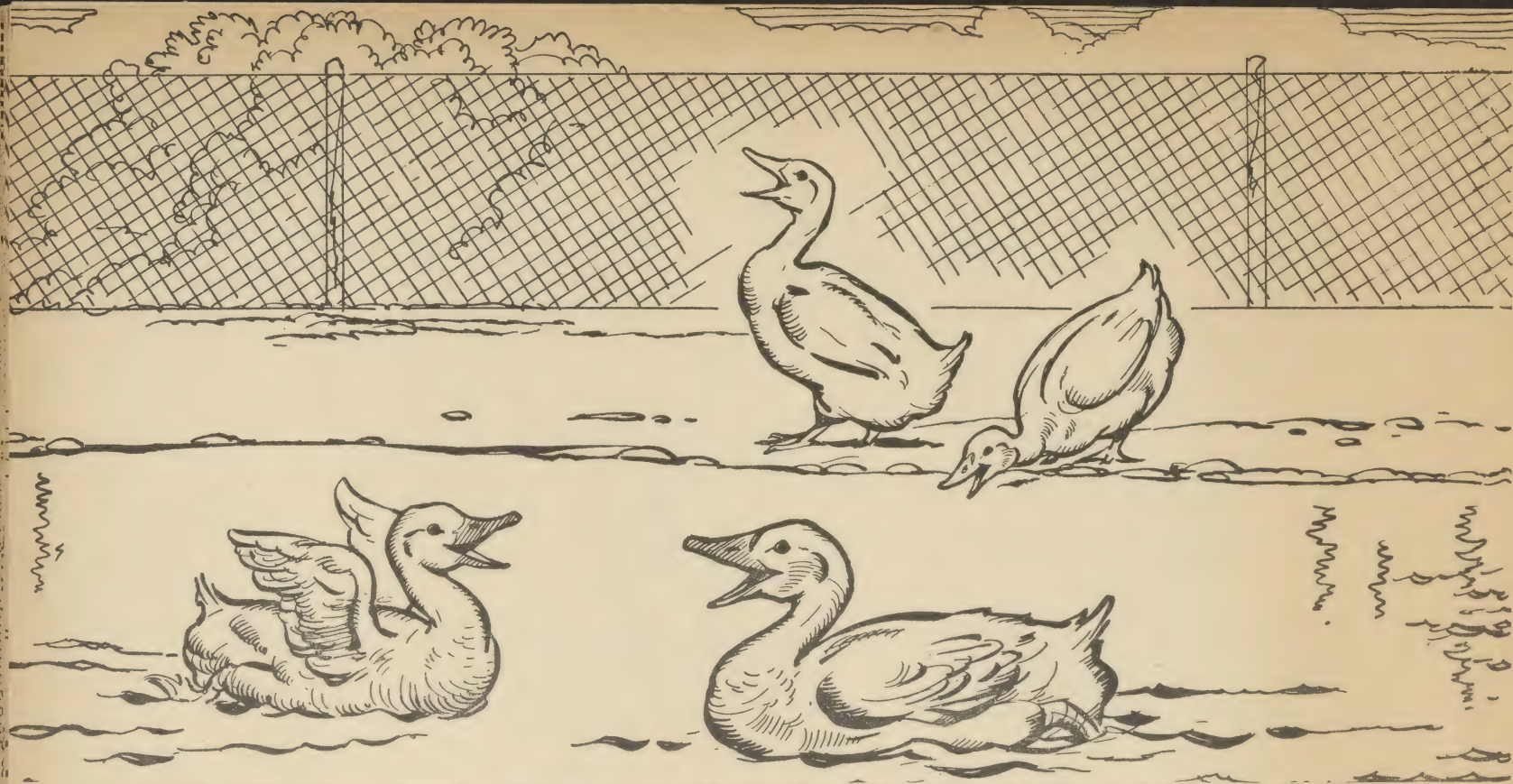
Peep, peep.

Below the tracing text, there are two sets of empty handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



I am a chick.



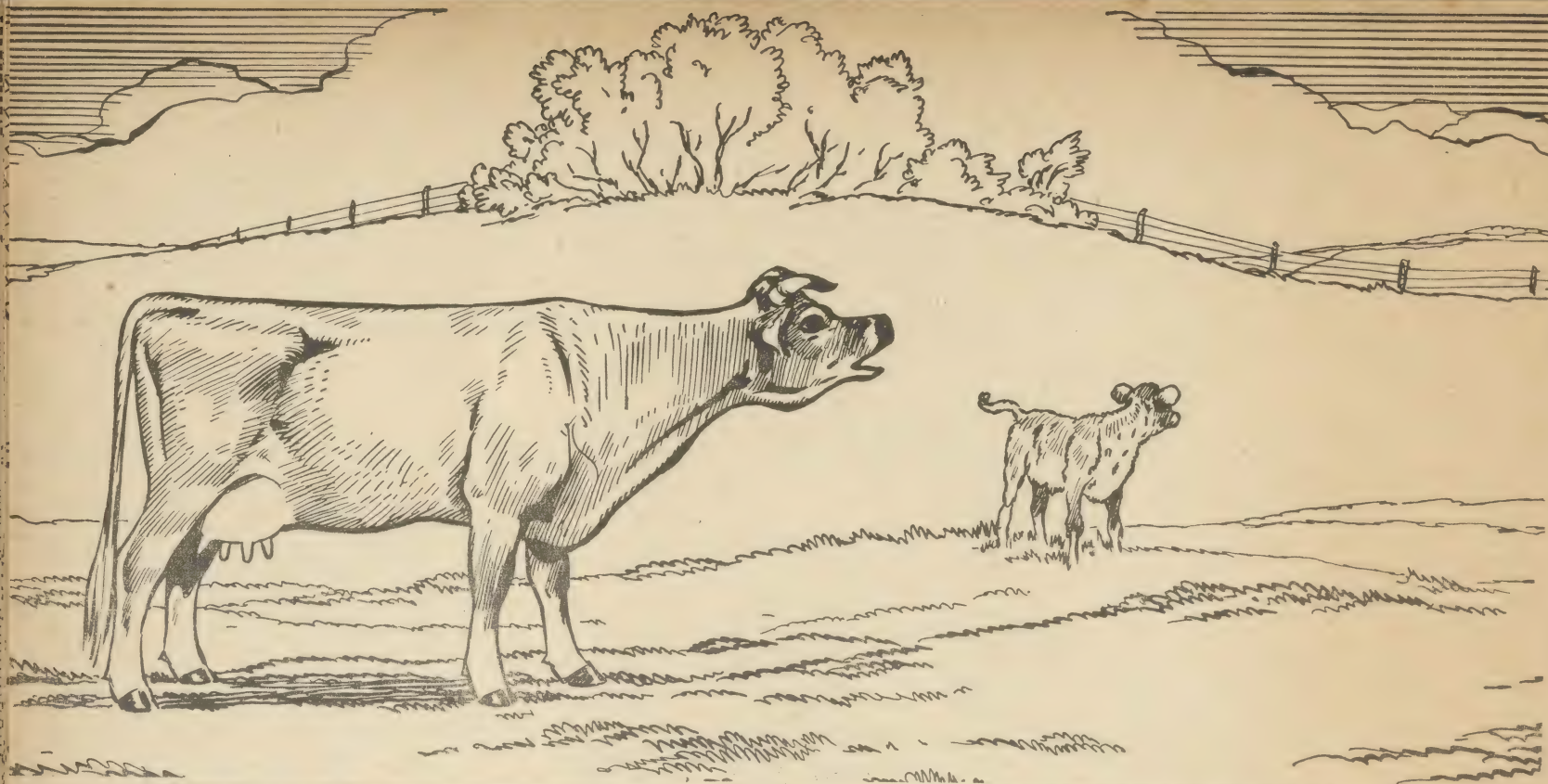


Quack, quack.



I am a duck.





Moo, moo, moo.

\_\_\_\_\_

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\_\_\_\_\_



I am a cow.





Baa, baa, baa.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



I am a lamb.



What does your pet say?

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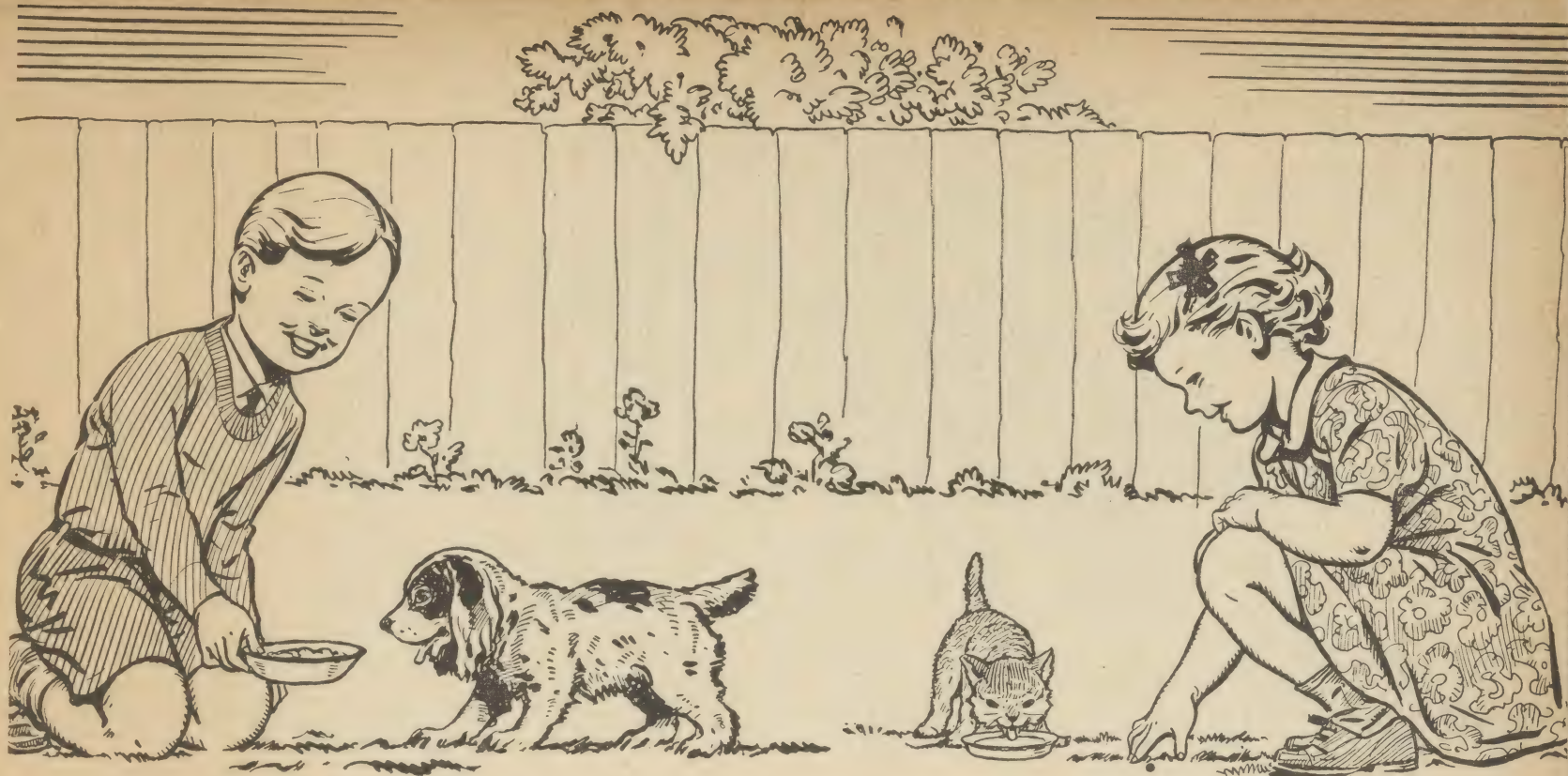
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We feed pets.





See jolly Santa!

Merry Christmas!





Toys, toys, toys, toys!

A big bag of toys!

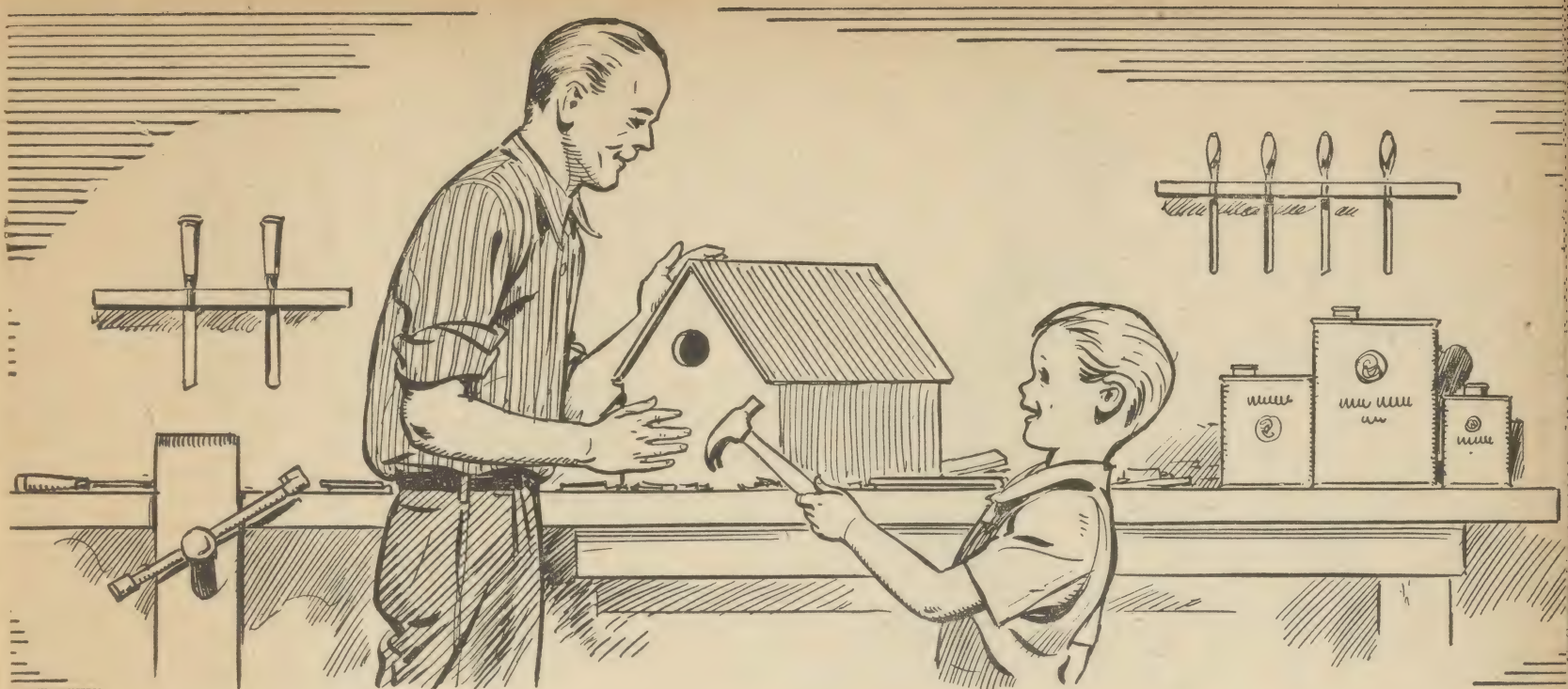




Mother helps us.

We help Mother.





Father helps us.

We help Father.

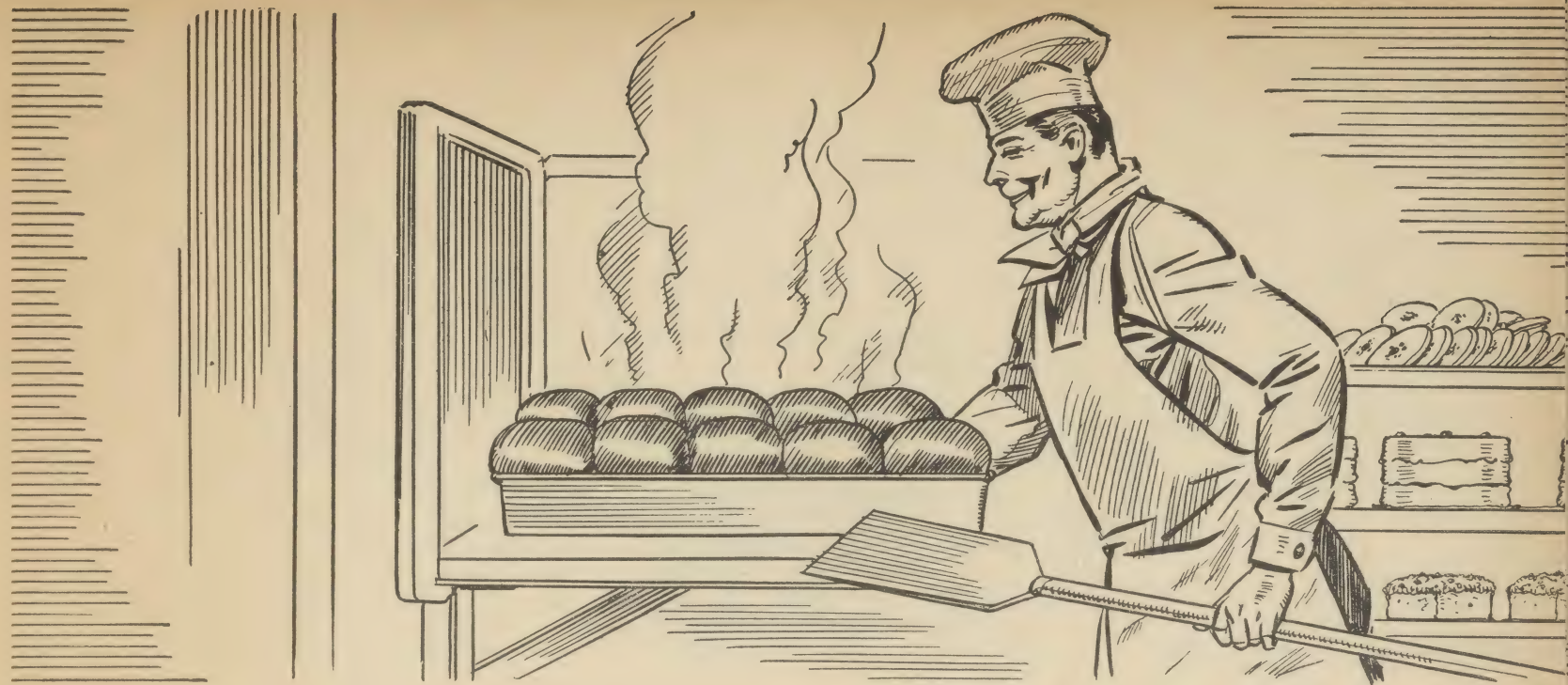




I bring you letters.

I take your letters.





Bakers bake bread.

Bakers bake cakes.

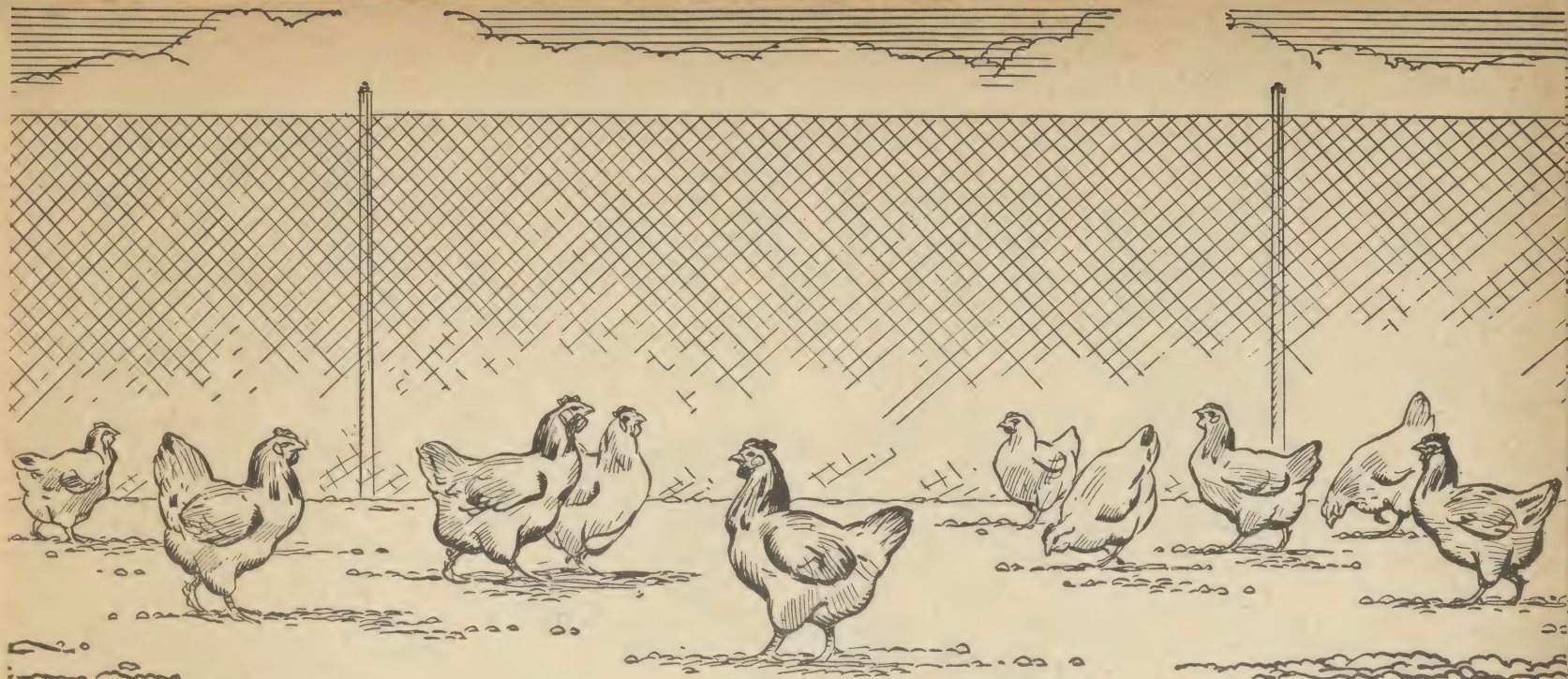




I give you my wool.

My wool is warm.





We lay fresh eggs.

Do you eat eggs?

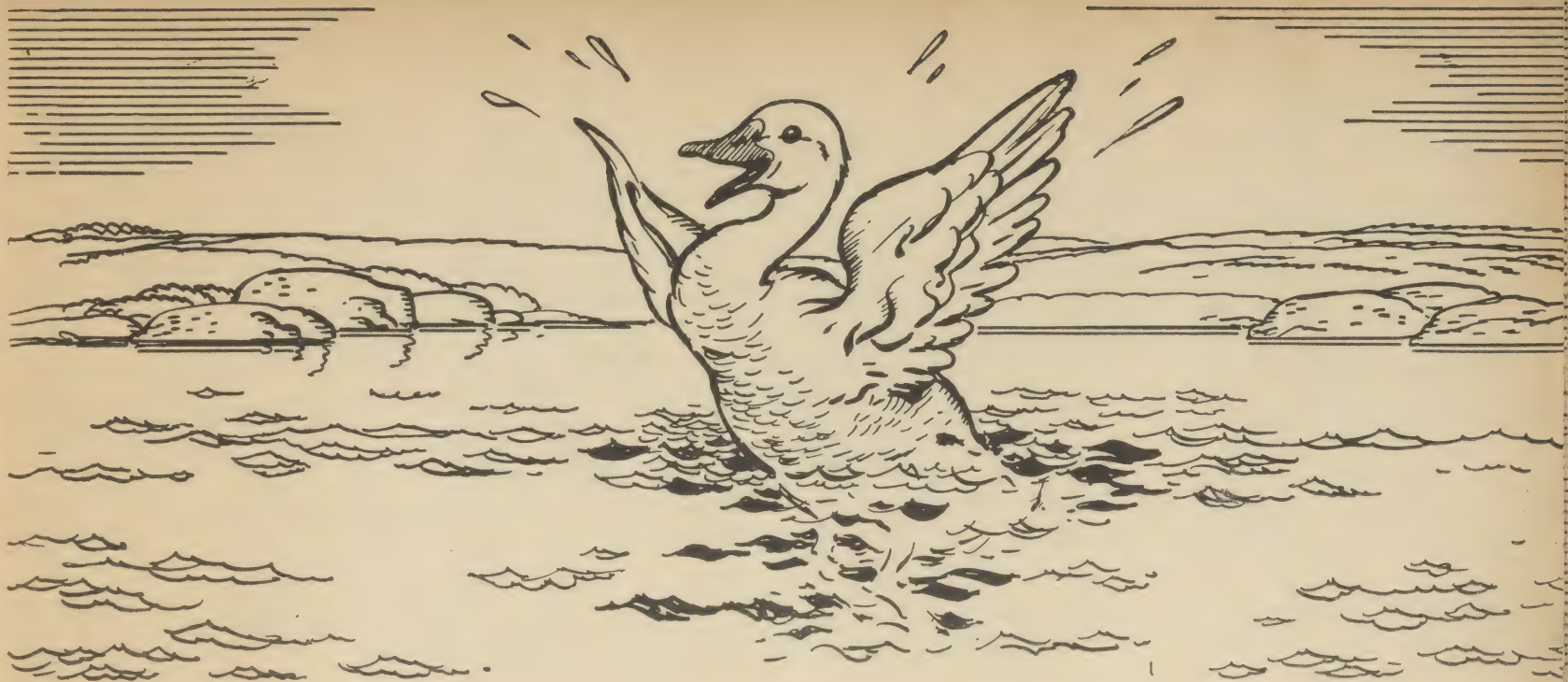




1 2 3 4 5

6 7 8 9 10





I have fun, fun, fun.

Splash! Splash!

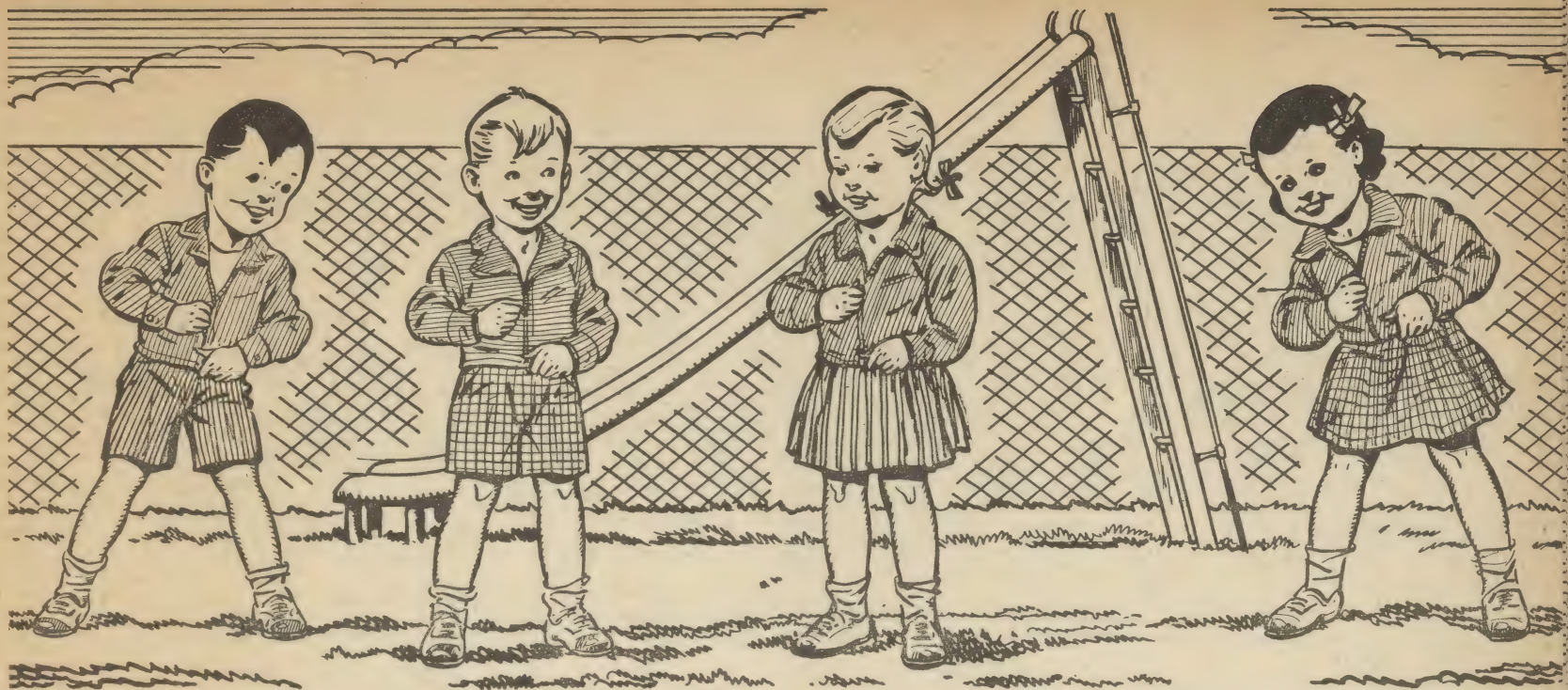




Coats keep us dry.

Hats keep us dry.

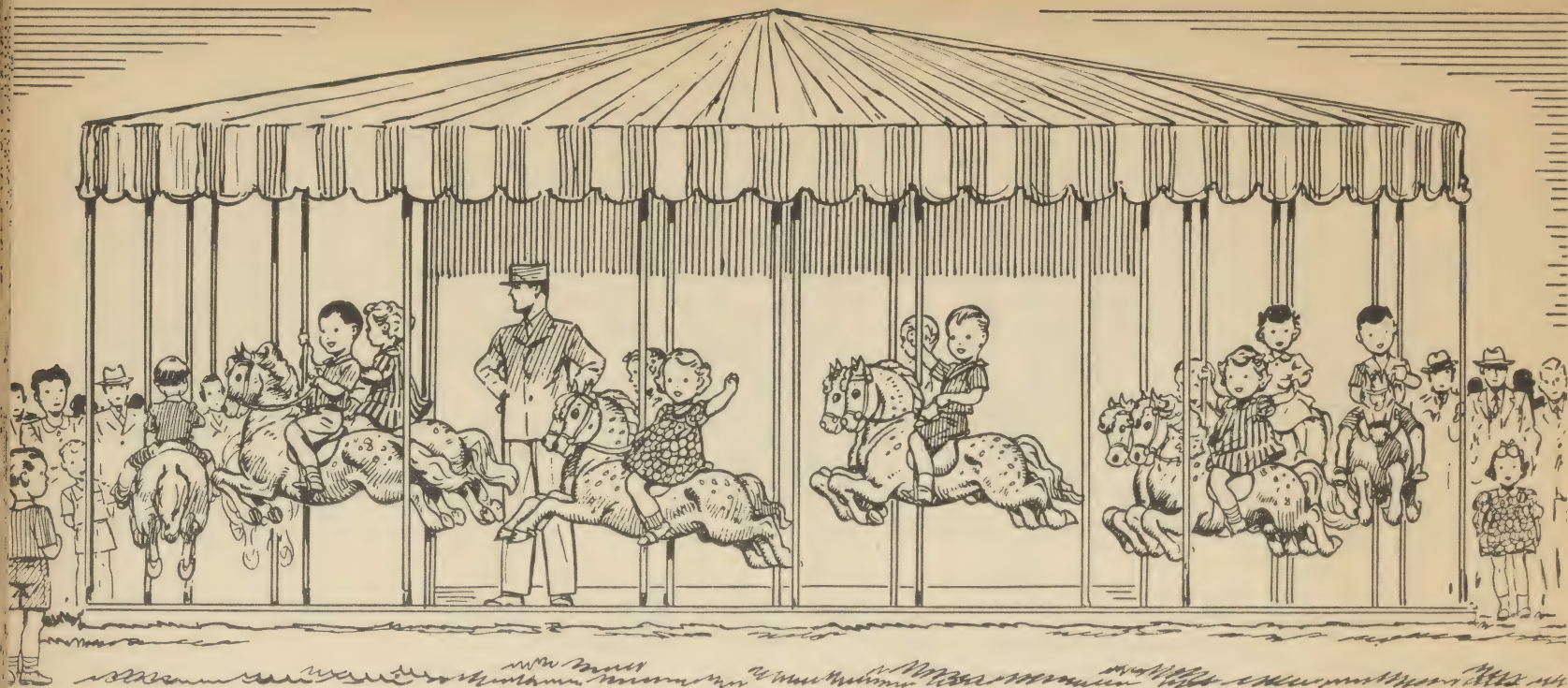




Zip it up, zip it up.

Jump, run, and play.





Up and down! Up!

Down and up! Up!





I can plant seeds.

I dig, dig, and dig.





We eat many bugs.

We like to eat bugs.





See our mittens.

Purr, purr, purr.





Who found it?

What was in it?





Mother, I love you.

I love you, Mother.





Dear Mother,  
Come to P.T.A. at 3.  
Dan

After writing the letter, sign your own name.





0 1 2 3 4 5 6 7 8 9

1 2 3 4 5 6 7 8 9 10 11 12

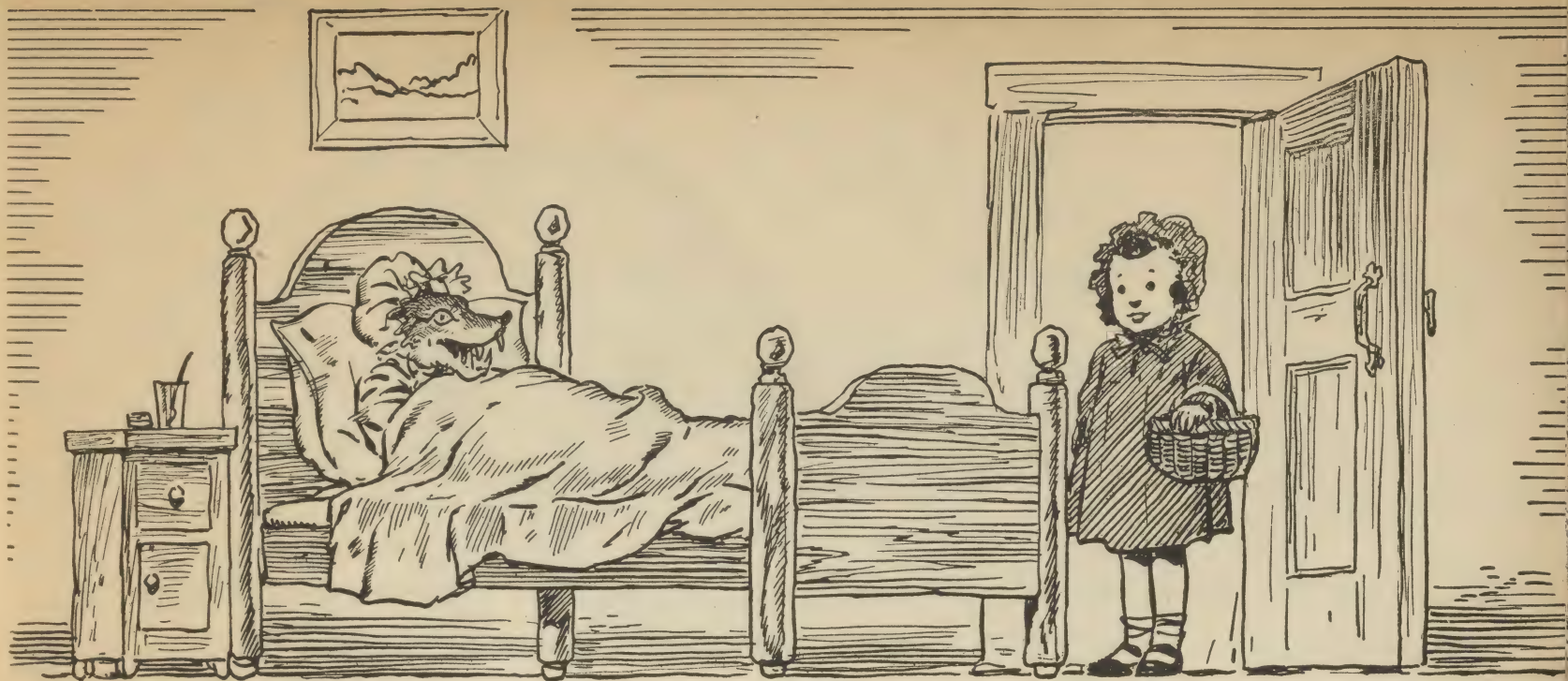




Tap, tap, tap, tap, tap.

Come in, come in.

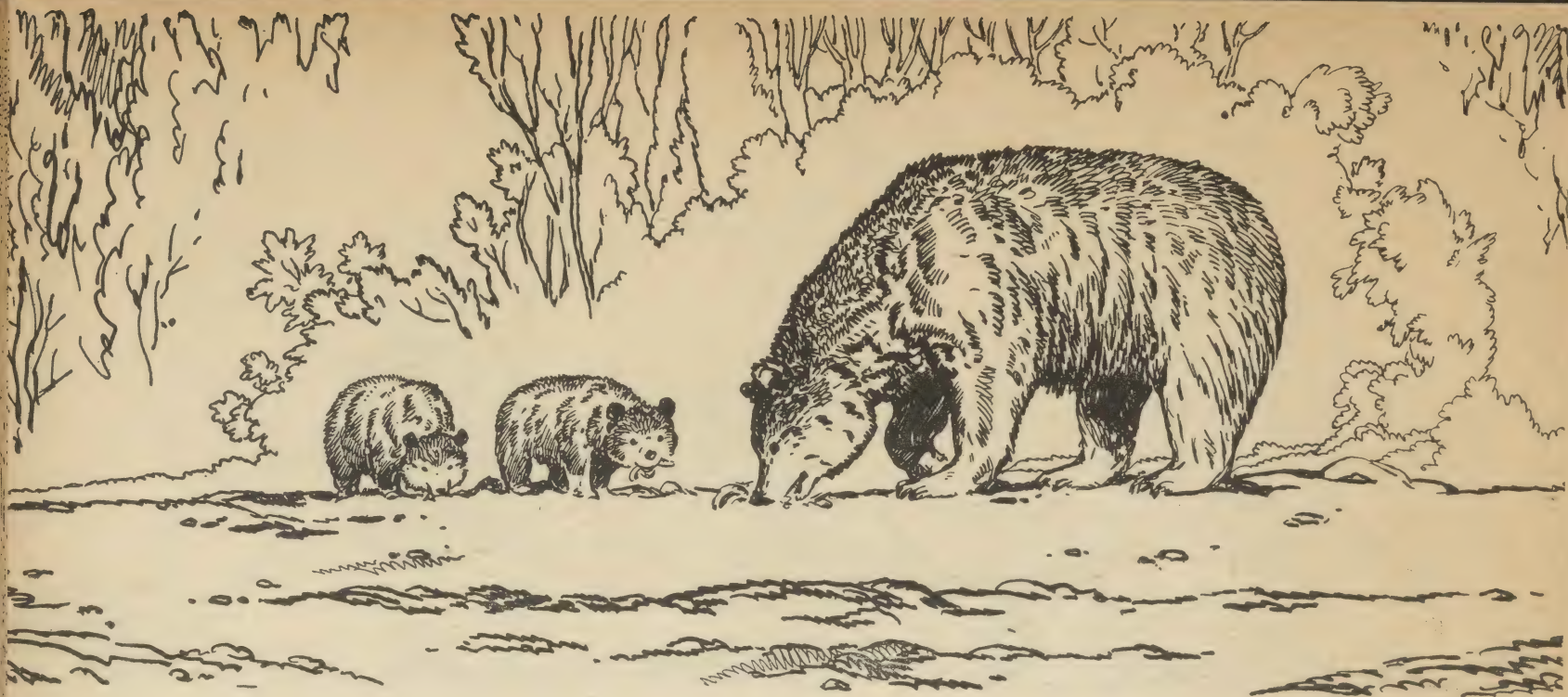




Your eyes are big.

Your ears are big.

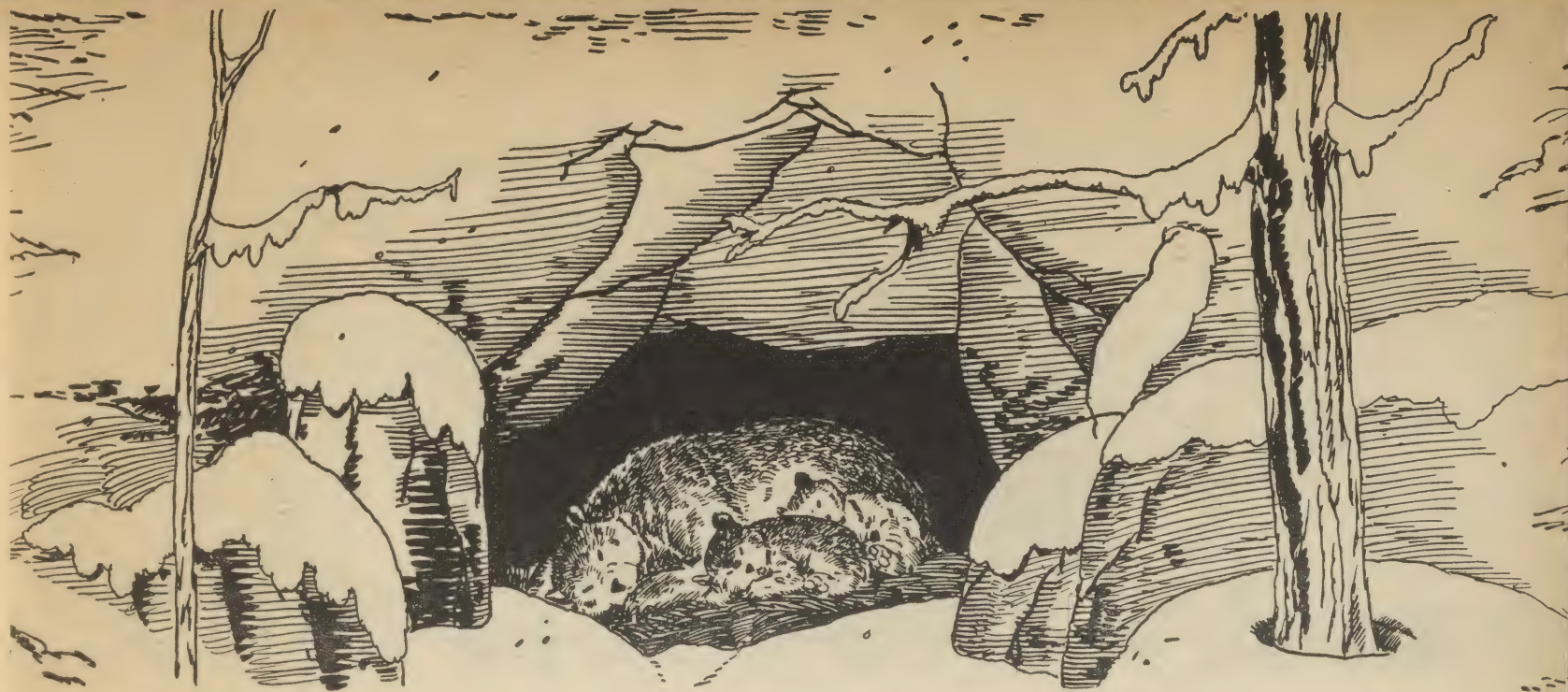




In summer I eat.

I eat, eat, and eat.





In winter I sleep.

I sleep and sleep.





Wake up, Mr. Bear.

Wake up, wake up!

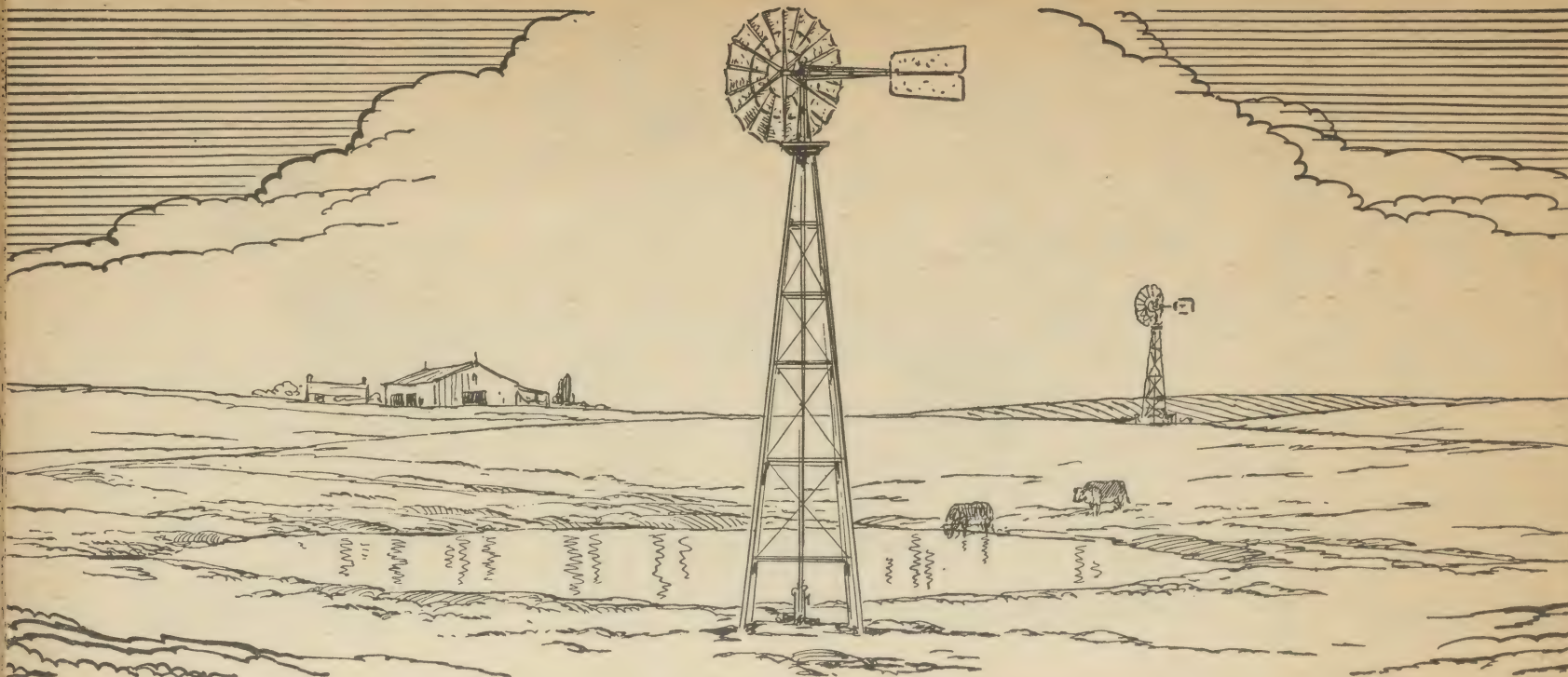




Blow, wind, blow, Oo.

Oo - oo - oo - oo - oo - oo - oo - oo.

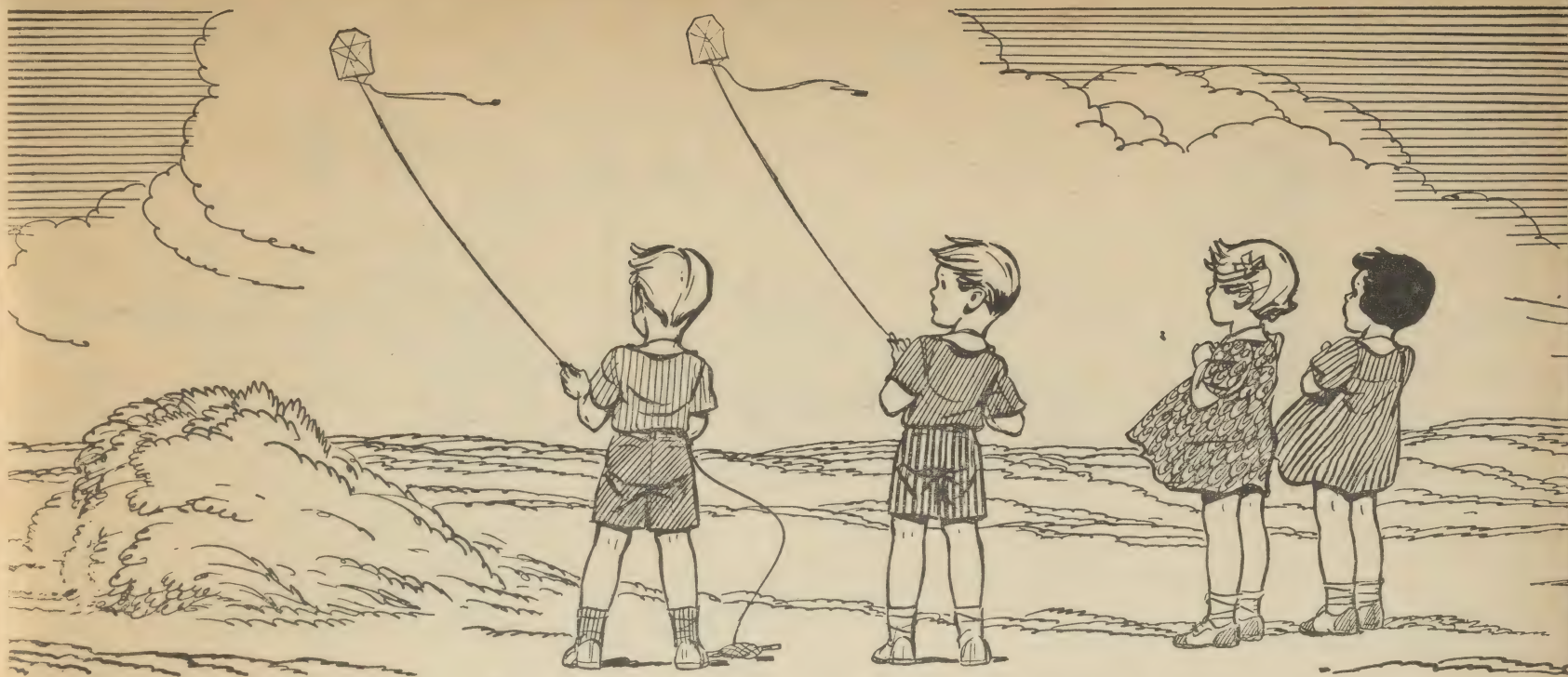




Windmills will turn.

Turn, windmills, turn.

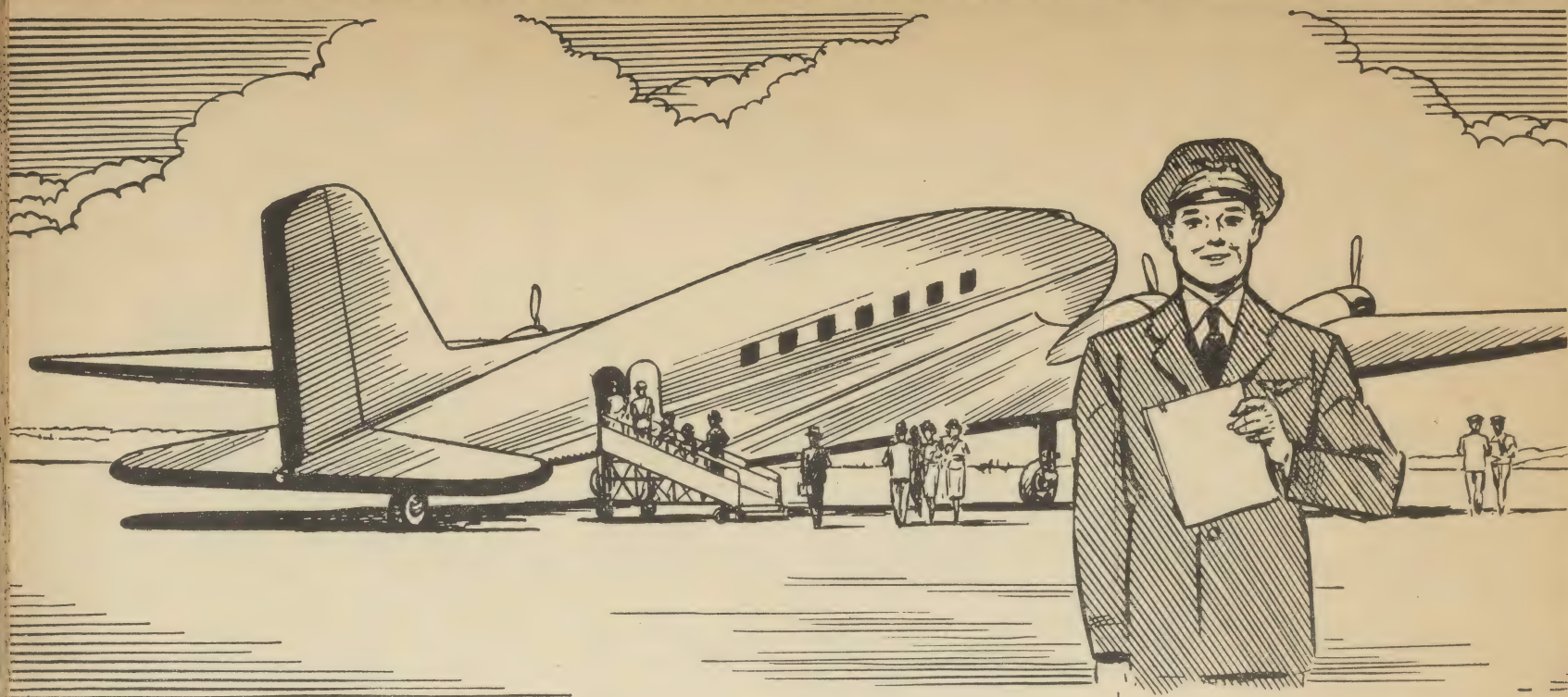




Our kites will fly.

Kites will fly high.

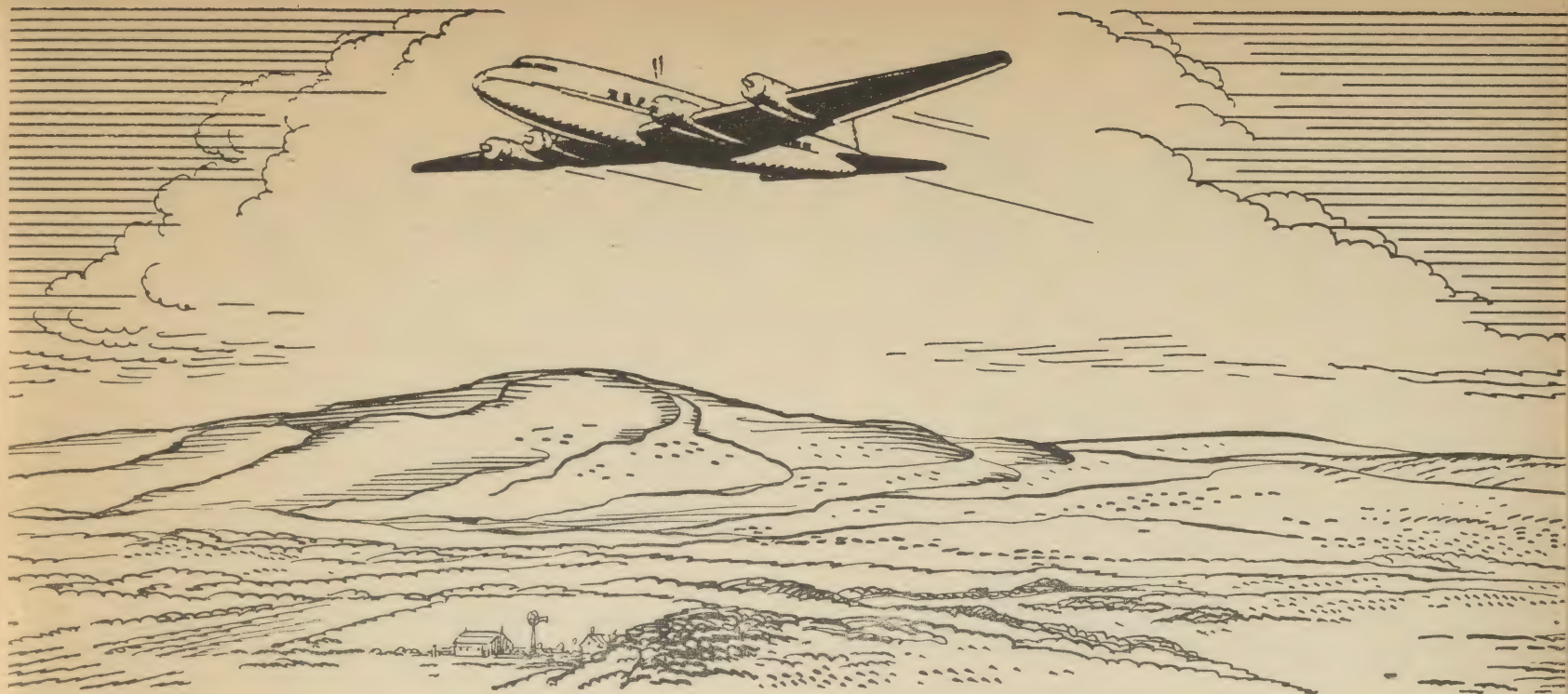




My plane flies high.

My plane flies fast.





See me fly, fly, fly,  
in the sky, sky, sky!





Dear Father,  
Look at my book.  
Ann

After writing the letter, sign your own name.



## TO THE TEACHER

NOW WE WRITE is the first unit of this series. It has been developed to assist you in helping the children with their first handwriting experiences.

Before you begin the use of this book, it is important that you gain a comprehensive and thorough understanding of the general and specific objectives of handwriting. This will enable you to co-ordinate your plan of instruction for the year with these objectives. The Organization of the Book and the suggestions for Teaching Methods which we offer below will be helpful in the planning of your year's studies. Since the needs of children vary, you should make any adaptations which you may find useful.

The other books of this series are WE WRITE AGAIN, Worktype Guide 2, and ON TO GOOD WRITING, Guides 3 through 8. The Teacher's Manual for this series gives detailed analyses of the important aspects of teaching handwriting at all levels. We urge that you read and study this manual. If you should have some problem which is not covered in the Teacher's Manual, we cordially invite you to write to us, either directly or through our publisher.

The Authors

## ORGANIZATION OF THE BOOK

### I. Enrichment of Experience

A. The child comes to school with a keen desire to express his ideas in writing. In order that he may have experiences which will satisfy and stimulate this desire, the materials in this book conform to the following pattern:

1. The handwriting activities are meaningful and are expressed in language which is a *part of the child's experience at this level*.
2. The illustrations are associated closely with the handwriting activities. Each illustration gives *meaning to the handwriting activity, and the handwriting activity gives meaning to the illustration*. The handwriting activities and the illustrations are related to important areas of the curriculum—*social studies, science, health, safety, number relations, literature, art, reading, play*, and to the *natural needs* of the child for handwriting.
3. The handwriting activities are broad in their scope of meaning and admit enrichment. As one example, in the handwriting activity, "We help Mother," p. 34, the teacher may list ways in which members of the class help their mothers. Such a plan has implications for *enrichment of experience, for growth in citizenship, for a keener realization of handwriting as a means of expressing ideas*, and for *supplementary practice materials*.
4. *Self-expression* is encouraged by giving the child opportunity to illustrate handwriting activities and to express his ideas orally and in writing.

### II. Association of Ideas with Symbols

A. The mental association between the *child's experiences and*

the various word and letter symbols gives meaning and understanding to the child's handwriting. The materials in this book are so planned that:

1. The illustrations are associated with the handwriting activities.
2. The handwriting activities are *functional, being related closely to other areas of the child's school experience and to the natural needs of the child for handwriting*.

### III. Visual Ability

A. The ability to recognize the general shape and appearance of words, letters, letter parts, and numerals, together with the ability to distinguish *likenesses and differences* in these written symbols, is vital and necessary for the child to have satisfactory growth in handwriting. In order to help young children visualize clearly and without strain, the materials in this book have been planned as follows:

1. The illustrations are *large*.
2. Details in the illustrations are *clear and meaningful*.
3. The handwriting models are large enough for young children to *see the details of form easily*.
4. The handwriting models are near the child's line of vision in order to permit more *effective visualization and comparison*.

### IV. Motor Coordination and Control

A. This aspect of handwriting is directly associated with the ability to make letter forms, and with legibility and ease of writing. In order to help the child acquire an effective and natural writing movement, the materials in this book have been planned as follows:

1. The line spacing for the first thirty-one pages is one inch, and for the remainder of the book it is three fourths of an inch.
2. Most of the exercises require that the child write the activity *only once* in this book. This will eliminate the fatigue which is often attendant with longer periods of practice.
3. Repetition has been effected through the *normal use* of a word or a letter in the activity itself, and by the use of double letters in words. This pattern of repetition will be sufficient for most beginning learners.
4. Each activity in the book lends itself to the selection of *related* supplementary practice material.
5. The posture charts give attention to *handedness* in handwriting. Recognition of naturally left-handed girls and boys will eliminate the frustration which often results in poor muscular coordination and control.
6. The plan for each child to have his own book in which he may record his handwriting will enable him to *see his progress and his need for practice*.



## TEACHING METHOD

IT IS THE RESPONSIBILITY OF THE TEACHER TO SAFEGUARD THE FIRST HANDWRITING EXPERIENCES OF CHILDREN WITH PRE-WRITING PREPARATION. BEFORE THIS BOOK OR ANY ORGANIZED TEXT MATERIAL IS PLACED IN THEIR HANDS, IT IS IMPORTANT THAT THE CHILDREN HAVE THE ABILITY TO

Hold the crayon or pencil with ease and control;  
Make straight lines and circles;  
Understand words that give meaning to handwriting experiences—*up, down, round, circle, straight, left, right, top, and bottom.*

DO NOT RUSH THE CHILDREN IN THE INITIAL STAGE OF GROWTH. USE THE BLACKBOARD AND LARGE NEWS-PRINT FOR THE FIRST HANDWRITING EXPERIENCES. THIS FIRST STAGE OF GROWTH MAY REQUIRE SEVERAL WEEKS. AT THE END OF THIS PERIOD YOU WILL BE ABLE TO GROUP THE CHILDREN FOR INSTRUCTION SO THAT MORE EFFECTIVE SUPERVISION MAY BE GIVEN. BEFORE YOU BEGIN ANY ACTIVITY IN THIS BOOK IT WILL BE WELL TO

Talk about the book as a whole;  
Show each child how to turn the pages and fold the book;  
Talk about ways to keep the book *neat* and *clean*.

BE SURE THAT THE CHILDREN ARE FAMILIAR WITH EACH HANDWRITING ACTIVITY BEFORE THEY WRITE IT.

Read the activity for the children until they are able to read it for themselves. Talk about the activity as it relates to *meaning* and as it relates to *handwriting*. You will find it desirable to use the blackboard for practice *before* the children write in their books. Ease, control, and accuracy of letter forms are more quickly acquired, and errors can be visualized and corrected more easily at the blackboard than at the desk.

ENRICH EACH ACTIVITY THROUGH AN EXCHANGE OF EXPERIENCES AND STORYTELLING.

In the handwriting activities related to folklore, let the children tell the stories. In the activities related to nursery rhymes, you will find that the children who do not already know the rhymes will want to learn them. *Do not feel that time spent in this way is wasted.* It will make the children eager to do their

best handwriting, and will make handwriting an *enjoyable part* of their total school experience.

HELP THE CHILDREN VISUALIZE SIMPLE ELEMENTS IN THE FORM OF WORDS, LETTERS, LETTER PARTS, AND FIGURES.

The children should be given the opportunity to visualize not only the *correct form* of the letters, words, and figures, but the correct *writing movement* as well. Select one detail at a time for emphasis. Practice periods of *short duration* are more valuable than long ones. Children *do* their best writing in their books if they are tired.

MAKE THE HANDWRITING ENVIRONMENT PLEASANT AND ENJOYABLE.

Have a purpose for each activity. Vary the methods of presenting the lessons. Encourage effort through praise and recognition of success. Make it possible for all of the children to experience success. Help each child to see the value of handwriting to himself and to others. *Make learning to write fun!*

DO NOT HURRY. USE SUFFICIENT TIME ON EACH ACTIVITY TO MAKE IT MEANINGFUL AND USEFUL TO THE CHILDREN.

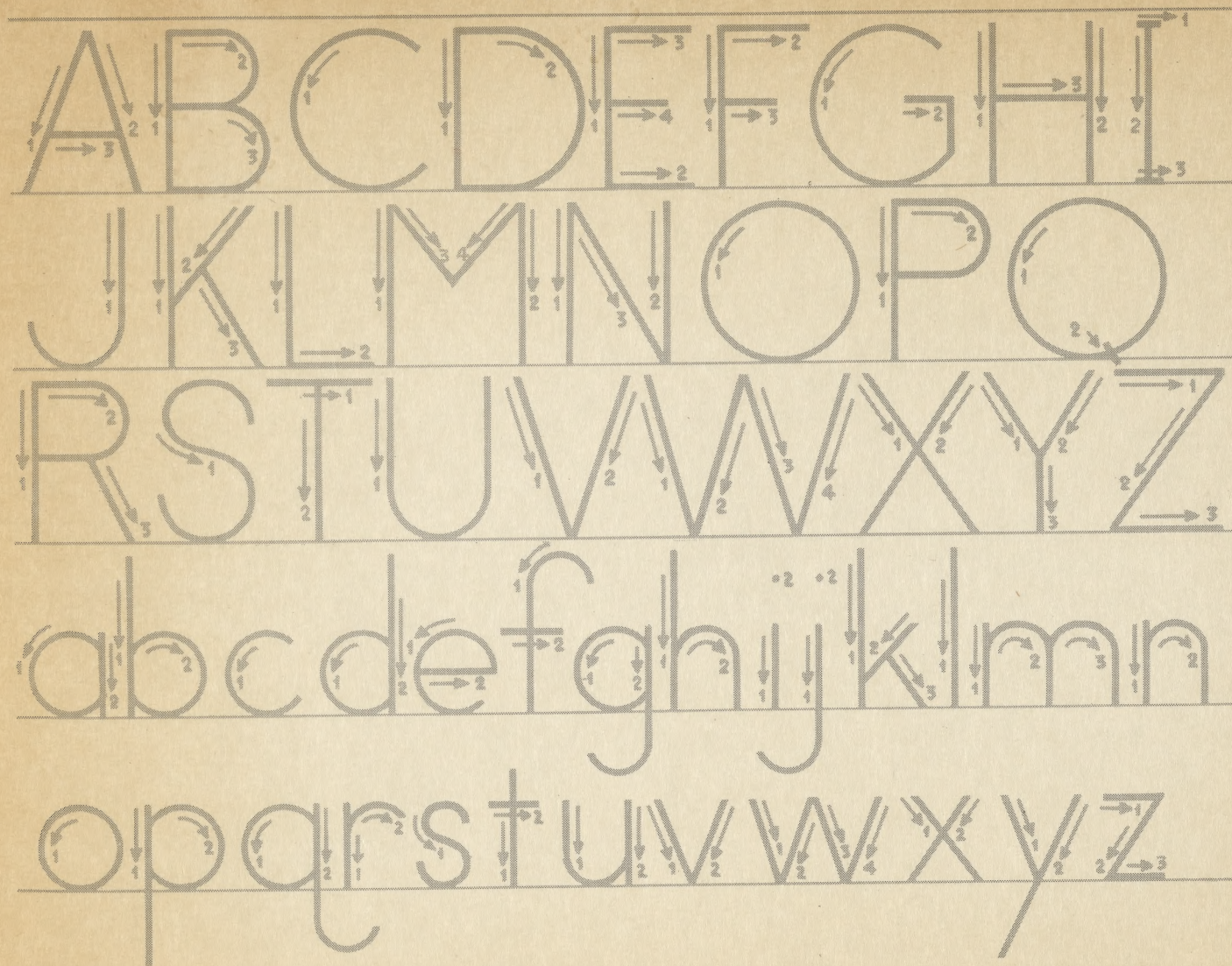
Activities in this book have been planned to enable the children to have handwriting experiences throughout the year. More than one day should be spent on many of the activities.

Both the illustrations and the handwriting activities are replete with opportunities for additional *related* activities. The following suggestions may also be helpful in planning an extension of handwriting activities that will meet the interests and the needs of children:

1. Write names to go on lockers and crayon boxes.
2. Write a group letter of thanks for a courtesy.
3. Write notes to a friend who is ill.
4. Write signs to go on the bulletin board.
5. Write name cards for articles on a science table.
6. Write birthday greetings for cards and decorate with crayons.
7. Write labels in a scrapbook for flowers, pets, birds, or airplanes.
8. Write stories of class activities for a scrapbook, and illustrate each page.



# THE ALPHABET





A B C D E F G

H I J K L M N

O P Q R S T

U V W X Y Z

THE ECONOMY COMPANY - OKLAHOMA CITY - FORT WORTH - ATLANTA - INDIANAPOLIS